Good Practices and International Trends of Teacher Accreditation and Certification with Analysis and Recommendations for Pakistan under the Strengthening Teacher Education in Pakistan (STEP) Programme

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Acronyms

ACTE	Accreditation Council for Teacher Education
AEPM	Academy of Education Planning and Management
AIOU	Allama Iqbal Open University
BCEW	Bureau of Curriculum and Extension Wing
BoC	Bureau of Curriculum
CE	Certificate in Education
CHEA	Council for Higher Education Accreditation
CPD	Continuous Professional Development
CRDC	Curriculum Research Development Center
CT	Certificate of Teaching
DCTE	Directorate of Curriculum and Teacher Education
EC	European Commission
EEC	Education Extension Center
EFA	Education For All
ESR	Education Sector Reforms
ESRA	Education Sector Reform Assistance
DSD	Directorate of Staff Development
GCE	Government Colleges of Education
GCET	Government College of Elementary Training
GECE	Government Elementary College of Education
GCPE	Government College of Physical Education
GoP	Government of Pakistan
HEC	Higher Education Commission of Pakistan
IER	Institutes of Education and Research
MEd.	Masters of Education
NBPTS	National Board of Professional Teaching Standards
NCTE	National Council for Teacher of English
NCATE	National Council for Accreditation of Teacher Education
NCTM	National Council for Teachers of Mathematics
NEAS	National Education Assessment System
NITE	National Institute of Teacher Education
OECD	Organization of Economic Cooperation and Development
PhD	Doctor of Philosophy
PITE	Provincial Institute of Teacher Education
PTC	Primary Teacher Certificate
PTEPDP	Pakistan Teacher Education and Professional Development Program
QAA	Quality Assurance Agency
REEC	Regional Education Extension Centers
RITE	Regional Institutes of Teacher Education
SPA	Specialty Professional Association
TDA	Teacher Development Agency

TEI	Teacher Education Institute
TPD	Teacher Professional Development
TTI	Teacher Training Institution
UNESCO	United Nations Education, Scientific and Cultural Organization

I. Introduction

This document is the result of a consultancy undertaken in February/March 2008.[1] It is part of the USAID funded project "Strengthening Teacher Education in Pakistan" (STEP). The goal of the project is to overhaul the teacher education system in terms of policy, organization, jurisdictional and institutional role and responsibilities, contents and delivery at the school level and to improve the quality of teacher's training, the setting up of standards for teachers certification and accreditation at the national level.

In order the prepare the project implementation, a review of the global/regional trends on policy and practices related to teacher accreditation will be undertaken in order to support the establishment of a national body for teacher certification and accreditation.

The purpose of this paper is to present a summary report of Good Practices and Trends of Teacher Accreditation and Certification by looking at global trends, regional models and specific country cases.

It is important that the reports undertaken as part of the STEP project below must be viewed in a holistic manner to ensure comprehensive teacher education policy:

1) Strategic Implementation Framework for Improving Teacher Education
2) National Professional Standards for Teachers
3) Accreditation and Certification Standards for Teacher Education

Jointly these efforts are aimed at improving the quality and professional development of teachers and teacher training institutions through the development of National Standards for Teacher Certification and Accreditation.

[1]

Background:

The Education Sector Reform Action Plan (2001-2005) indicates that teacher training is a main concern and had set out to improve the quality of education and raise the minimum qualification of teachers to a Bachelor's degree through professional training and development. Coupled with this, there is a need to develop a national strategic framework for teacher education. Finally, there is a dire need to develop a national system of standards to manage the quality of teacher education programs in the country. Thus far, initiatives to regulate standards have been limited to the work of the HEC and the Accreditation Council for Teacher Education (ACTE)[2] which has begun developing and discussing a proposed accreditation frameworks and criteria for teacher education. There is a need, however, to have a national council with councils at the regional/provincial levels. Under the present model, the ACTE is subject to external review or quality review by the HEC at regular intervals of three years. The Quality Assurance Committee (QAA) and the Quality Assurance Agency (QAA) of the HEC will be responsible for external assessment of the accreditation council and other councils.[3] Despite this set-up, there may be a need to look into having the ACTE develop into a completely autonomous body whereas at present it is dependent upon the HEC.

There is a need to assess other models that have worked effectively to determine what will work best in Pakistan. Coupled with this is a growing recognition of the need to modify teacher education and standards in order to not only prepare more teachers but to prepare new types of teachers who promote critical-thinking, problem solving, information technologies and new citizens able to compete in a global economy. In addition, this move to create a new type of teacher is also about changing mindsets and moving from being a civil service employee to an effective service professional.

II. The Development of standards in the Asia-Pacific Region: Main Concerns

One of the major findings of a recently published report on the *Status of Teacher Education in the Asia-Pacific region* (2008) pointed to a regional trend regarding the lack of meaningful standards and or the ability to enforce them. The countries in the Asia-Pacific region, while extremely diverse, indicated the common problem of minimal standards and the problem of teacher preparation. In terms of teacher education institutions, (universities, teacher training colleges or in-service providers) there is a severe lack of accreditation procedures and standards to ensure quality inputs into teacher education. In addition, another major problem is

[2] At the time of this report, the ACTE held one initial meeting on September 8, 2007. The proceedings of this meeting are in the annex

[3] These guidelines are based on a pamphlet of the HEC entitled "Good Practices for Quality Assurance for Accreditation Councils in Pakistan"

that of large disparities in terms of teacher education institutions in terms of the qualifications of their own faculty, facilities etc. The result is that a lack of standards for teachers implies a diverse range of qualifications in terms of the teaching workforce. Throughout the region standards mainly refer to the number of years of preparation it takes to become a teacher. This regional study also recommended the need to conduct further research into whether public and private primary education schools are accredited using any national standards. Therefore, when looking at the case of Pakistan it is important to know that these concerns not only exist at the national level but are also very present at the regional level. Nevertheless, there are countries in the region which have developed standards for beginning and veteran teachers as well as accreditation for teacher education institutions. It is thus very useful to look at these existing standards at the regional level in order to strengthen policy as well as ensure a higher level of quality among teachers and learners and harmonization of quality at the regional level. This is the growing trend in regions across the world is harmonization of these standards as we presently see in Europe.

Some other issues in teacher education which reflect larger policy concerns are as follows:

- The Fragmentation of the Teacher Education Infrastructure
- Capacity of Curriculum Agencies
- Deployment of Teachers
- ***Lack of Meaningful Standards and/or the Ability to Enforce them***
- Retention of Qualified Teachers
- Diversification in the Teacher Education Workforce
- Inclusive Education
- Low-Priority of Pre-School Teachers and Adult Education Specialists
- Education Vision
- The Role of Professional Associations
- The Contribution of Research on Teaching
- Private versus Public Education
- Impact of Post-Colonialism

While all of these areas are extremely important, for the purpose of this report, we will be focusing on the issues surrounding lack of meaningful standards:

Lack of Meaningful Standards and/or the Ability to Enforce Them: The countries reporting data generally indicated the existence of minimal standards applied to the education process in general and to the preparation of teachers in particular. For teacher education institutions (universities, teacher education colleges, or in-service providers) basically this means that there are no standards for the qualifications of neither teacher educators nor an accreditation procedure to ensure quality inputs in teacher education. Teacher education institutions differ

widely in terms of the qualifications of their own faculty members, physical facilities, and access to reliable sources of electricity, connectivity, library facilities etc. In terms of teachers, the lack of standards (including a rigorous assessment of pre-service teacher graduates) suggests great variability in the quality of the teaching workforce. There is a need to inquire further as to whether public and private primary and secondary schools are accredited using any sort of national standards. Within the Asia Pacific region a few countries have developed standards for novice and veteran teachers and accreditation for teacher education institutions. It is useful to share effective models on a regional level as well as to stimulate a regional discussion of standards. Such a regional policy may have important implications for ensuring high education quality within the region and an overall increase in the productivity and efficiency of teachers and learners.

III. Present Challenges for Teacher Education in Pakistan

Based on numerous interviews with various Ministry officials, there are several important issues worth highlighting -- namely the fact that the development of standards must be linked to teacher education and curriculum development. In addition, the teachers must be involved in this process through consultations with teacher associations. Furthermore, when we are discussing the improvement in the quality of teaching through the raising of standards, we must bear in mind that these minimum standards at the national level must not serve as an impediment to ensuring that females in the rural areas seeking to become teachers are not excluded from doing so based on these standards.

At present, the education system is undergoing a number of reforms in response to the present challenges. Teacher training institutes will be decentralized up to district level to meet local requirements and institution-based recruitment policy will be created. Provincial councils will be responsible for teacher licensing and professional development. Despite this, there is a need to address some of the major implementation gaps present in the system.

The present challenges identified in Pakistan with regard to education are as follows[4]:

1. Teacher training institutions are facing budgetary and financial constraints and are not adequately equipped to meet the requirements of a dynamic system of quality education
2. The teacher training institutions face shortage of facilities such as buildings, equipment, furniture, teaching aids, library books and other reading materials

[4] According to a UNESCO report on the Status of Teacher Education in the Asia-Pacific region 2008

3. While there have been improvements over the years in the examination system, .it still requires further changes. Essentially external in nature, the systems need to be strengthened in terms of students demonstrating creativity and leadership qualities.
4. Teacher absenteeism, ineffective management, lack of supervision and accountable practices are some of the major issues that needs to be addressed in the teacher education programs.
5. In service training for teacher educators is almost non-existent. There is no institutionalized arrangement for providing regular training to teachers and teacher educators. The sporadic, one time training opportunities tend to be lacking in quality.

Addressing the Implementation Gaps implies the following:

- A Comprehensive view of teacher education and development of standards
- Reinforcing systemic linkages in the Education System to create synergies for implementation to happen (organizations presently work in isolation)
- Reforming Teacher Education curriculum together with Students Curriculum (dates to 1984 while student curriculum 2006/07)
- Ensuring consultations at provincial level with teacher associations
- Aligning in-service and pre-service to ensure career path and development in accreditation process
- Reducing overlapping of institutions, need to identify one institution with clear responsibility (transparency key issue)
- Ensuring liberty at provincial level to develop plans of action
- Promoting innovative approaches for the retention of female teachers - scale up these practices e.g. relaxing entrance into profession qualifications
- Promoting a shift to professionalization of teachers and "ownership" of policies by providing incentives to teachers and ensuring their professional development

The meeting with Dr. Syed Fayyaz Ahmad, Joint Educational Adviser of the GoP, Ministry of Education Policy and Planning Wing, outlined four major challenges to teacher accreditation and licensing. These are as follows:

1. **Acceptance/buy in:**
The foremost challenge is acceptance of certification and licensing by the teachers themselves

2. **Transparency:**
The second issue when we get to the process of certification and licensing concerns the body that will be responsible for it, how transparent is it

3**. Criteria:**
The third issue is the criteria or basis for the development of these standards are the provincial, district and federal government involved in the elaboration of this criteria?

4. **Reliability of results for licensing of teachers:**
What are the long-term results of this process; how can its effectiveness be demonstrated

The recommendations that emanate from these major concerns are as follows:

1. Ensure consultation and policy dialogue through an open consultation process, we need to ensure that we have the teachers on board in this process
2. There is a need top remove apprehension on the part of the teaching community through consultation and dialogue process

IV. Current Practices and Trends of Teacher Accreditation and Certification

A. Global Trends and Models

According to the literature, there are basically two models of quality assurance in teacher Education. The first is University Affiliation and the second is Accreditation by an independent body. We will look at the two below:

1. The University Affiliation Model

The model of university affiliation indicates that teacher training colleges were affiliated with a 'parent university.' This was the case in a majority of Commonwealth countries where tertiary institutions had strong ties to British universities. These universities in turn supervised the progression towards eventual independence. As a result, college students are awarded a qualification which is accredited by the university. The advantage of this model is that it has been said to foster collegiality between the universities and colleges. The negative aspect is that is has been criticized as encouraging paternalism and for having staff

become over-dependent on the university. In this model, the university is required to take on a strong advisory role. This model places a high amount of trust in the University for setting criteria and standards and for awarding qualifications.

Today all over the world, universities are increasingly losing their autonomy as teacher training colleges are being absorbed into higher education. Furthermore, universities are now being subject to evaluations by external agencies. Quality assurance and teacher education qualifications are being managed more by state agencies and other bodies. There is a global shift towards a model of accreditation that has existed in the United States and now is the case in much of Europe, accreditation by an independent body.

2. ***Accreditation by an Independent Body***

The European or American model of quality assurance and accreditation usually consists of a national body, together with independent local bodies and well as a set of national standards and local standards for licensing or accrediting teacher training institutions (universities and colleges). The emphasis here is on internally-driven institutional development and self-regulation which are core aspects of external accreditation.

The diagram below highlights the evaluation practices in initial Teacher Education in Europe and illustrates the range of bodies and procedures involved in Quality Assurance and accreditation processes across the European Union.

The process of accreditation thus generally involves three steps:

(i) a self-evaluation carried out by staff of the institution or programme according to criteria set by the accrediting body, and the submission of a written report
(ii) a peer review study visit by a team of peers selected by the accrediting body who submit an assessment report based on site visits, interviews, etc.
(iii) examination by the accrediting body of both the self-evaluation and the peer review, leading to a formal decision on recognition status and licensing for a certain time period. In some countries such as the United States, the UK and India, the accrediting agency grades and/or ranks institutions so that the public knows which ones are best.

We can see from the above three steps that the internal and external evaluation processes are equally important and in fact inseparable as they feed into one another. The diagram (fig 1) illustrates how the two processes tend to overlap. We can also see in this model that the university has no special status in accrediting either its own courses or those of affiliated institutions, and that the primary responsibility for this has shifted to external agencies who work according to national legislation, regulations, indicators and qualification standards.

It is important to note that the shift towards the affiliation model is indicative of three broader shifts in the realm of higher education:

1. First has to do with the expansion of higher education in the past 50 years which indicates that university standards can no longer be maintained and guaranteed. There are a number of factors which have contributed to the loss of trust in universities including countries exporting poorly developed programs to other countries and the proliferation of online providers whose standards fail to meet those of employers.
2. Second, this increasing international trade in higher education has made it difficult for countries to restrict the activities of online providers in the absence of independent bodies.
3. Third, the expansion of new technologies and new modes of delivery have created entirely new approaches to Higher Education, which may often require new forms of Quality Assurance.

As such, it is no longer possible to rely on the reputation or good faith of higher education institutions.

Figure 1: The bodies, scope, documents and procedures involved in the evaluation of initial Teacher Education in Europe[•]

	External evaluations	**Internal evaluations**
Bodies responsible	Inspectorate for school education An education agency The ministry of education An evaluation agency or committee	Management Governing board of the institution Evaluation committee within the institution Council of academic staff representatives
Profile/ participants	Peers Experts in evaluation Inspectors with a teaching background Students Foreign experts	Management Academic staff Students Evaluation experts working on behalf of the principal or board Evaluation experts offering staff support
Official documents used to establish criteria	Legislation on higher education Regulations/guidelines for initial teacher education Qualification standards for prospective teachers Internal/ external evaluation criteria National indicators (on trainer/student ratios, student performance, etc.)	
Scope	Content of the teacher education curriculum Teaching methods Assessment practices Balance between professional training and general education School placements Partnerships with schools Human resources management Trainer/student ratios Student performance Student attitudes/ motivation Student opinions on the training they receive Infrastructure (libraries, computers, etc.)	
Procedures and mechanisms	Site visit that includes: - interviews with the management, or surveys - interviews with academic and admin staff, or surveys - interviews with students, or surveys - classroom observation	

[•] Adapted and summarised from: Eurydice European Unit. 2006. Quality Assurance in Teacher Education in Europe. Brussels: Eurydice

	Analysis of internal/ external evaluation findings	
Consequences of evaluation	Accreditation or re-accreditation De-accreditation Impact on funding Implementation of a plan for improvement	Implementation of a plan for improvement

B. The Necessity for Harmonization of Qualifications: International Implications

Another very important element to keep in mind is the need for recognition and harmonization of foreign qualifications in an increasingly globalised world where there is a great deal of regional mobility. As such, are qualifications and competences from one country to another equivalent?

So, for example, a Pakistani secondary school teacher with a Bachelor of Education moves to the UK. Is her professional qualification similar enough to a professional qualification obtained in the UK? Does it prepare her to teach in a British school? Should she wish to register for a Masters degree at a British university, is her Pakistani B Ed adequate preparation for study at UK Masters level? In other words, can her B Ed qualification be recognized as *comparable* to a UK teaching qualification, and *equivalent* to the UK entry-level requirement for a Masters degree? In order to answer these questions, a systematic process is required to enable comparisons to be drawn between different kinds of qualifications, and this process is referred to as the *harmonization* of qualifications. One such example of harmonization is the International Standard Classification of Education (ISCED), which was developed by UNESCO in 1997 as an instrument for compiling international statistics on education. The ISCED model divides education into 6 levels from basic primary schooling at level 1 to Higher Education research qualifications at level 6.

1. Quality assurance in initial teacher education

Most European countries have an official system for evaluating initial teacher education. Nonetheless, the procedures differ greatly from one country to another. In many countries, specific regulations on the evaluation of teacher education programmes or institutions do not exist, or apply only to a particular stage of initial teacher education (professional training, teaching practice or induction). In the majority of countries, general regulations on the evaluation of higher education

also apply to the evaluation of teacher education. External evaluation is compulsory or recommended in most of the countries being considered. The situation is quite similar regarding internal evaluation.

2. Main features of external evaluation

In a large part of the countries in Europe, external evaluation is carried out by an agency, committee or independent body acting on behalf of the public authorities, and evaluators are peers and/or evaluation experts. The main documents which have to be used to establish the scope of evaluation are legislation on higher education and a list of evaluation criteria. These external evaluations look at the content of teacher education curricula provided by individual institutions or programmes. In addition, teaching and assessment methods are also taken into account. External evaluation tends to take into account student performance and student attitudes and opinions are considered in half of the countries. External evaluation is normally based on a site visit which often includes interviews with the management and academic and administrative staff. Regulations also often provide for interviews with students. The frequency of external evaluation varies widely from one country to the next. In the cases where this frequency is regulated, evaluations take place annually at one extreme and, at the other, once every 12 years.

3. Main features of internal evaluation

Coordination of internal evaluation is the responsibility of the management of the institution or in some cases a special evaluation committee which is set up for this purpose. In most countries the management, academic staff and students participate equally in the internal evaluation process. There are basically two official sources for internal evaluation criteria. These are: general legislation on higher education and criteria used for external evaluation. Information is collected through interviews with the management, academic and administrative staff and students together with classroom observations. In terms of the scope of internal evaluation, there are no official regulations.

4. Relationship between external and internal evaluation

The regulations of almost all countries state that external evaluation has to be based on the results of internal evaluation. It can also be observed that the scope of internal evaluation is very much conditioned by the needs of external evaluation. This is also true in terms of frequency, where internal evaluation is often linked to external evaluation, but may also occur more frequently.

5. Implications of Results

In the majority of countries, the external evaluation findings provide the basis for a decision regarding the accreditation or re-accreditation of institutions/programmes.

These results may be used to take a major decision regarding the entitlement to award qualifications and obtain public funding. If the results are poor, the follow-up generally includes an obligation to draw up an improvement plan and to conduct a fresh external evaluation. In some cases, negative results may ultimately lead to the discontinuation of a programme or the closure of an institution. The publication of individual findings from the evaluation of an institution or programme is very widespread. In almost all countries where the publication of findings is mandatory, these findings are also made directly available to the management of institutions and their academic staff and students. The reparation of national reports and indicators on initial teacher education based on the evaluation reports of individual institutions or programmes is, however, not very common practice.

6. Quality assurance in in-service teacher education

Given the variety of providers of in-service teacher education and the growing autonomy of schools to choose among them, the question of quality control becomes crucial. All countries except France, Cyprus, Lithuania, Malta, Austria and the United Kingdom have official regulations on the accreditation and/or evaluation of providers. However, in several countries, regulations may only apply to some of the existing providers. Normally the analysis of a written plan is stipulated in regulations as the main procedure along with the analysis of the provider's self-evaluation report and a site visit. However, in several countries the latter is conducted only on an optional basis. Accreditation or evaluation is often carried out by an evaluation agency/committee or the ministry of education.

7. Main Results

In half of all countries, there are no regulations on the scope of accreditation and/or evaluation. Where regulations exist, the aspects covered most are the content of activity and teaching methods, the competences of trainers, infrastructure, participants' opinions and compliance with educational aims. The frequency of evaluation and/or accreditation is subject to regulations in 12 countries only. It ranges from once a year to once every six years according to the procedure followed. The results are used either to award or withdraw the accreditation of a programme or to set up general improvement plans. *

8. Problematic Issues to be taken into account when looking at Pakistan

8.1 Scope and players involved

The fact that various aspects of the content of provision are evaluated does not automatically eliminate the risk of having a highly bureaucratic procedure whose purposes are not transparent and do not form part of an overall strategy for quality

improvement. The background of the evaluators and the way they are chosen and evaluated themselves is also of importance in this respect.

8.2 The issue of frequency

The question may be asked whether programmes which are evaluated more frequently are actually 'better' than those evaluated less often. External evaluations in particular put a considerable amount of stress on participants, and very frequent evaluations may therefore be quite time and energy consuming. The time given for actually implementing the recommendations of an improvement plan may be very short. On the other hand, it is also questionable whether very infrequent evaluations can provide real quality control.

9. Application of these results:

The way in which evaluation results are used is crucial for the 'acceptance' of quality control within a system. If they are used in a 'ranking' system, this may have heavy implications for the provider. Evaluation reports may also be produced only 'for the sake of producing them', in order to respond to an administrative demand without having any real implications for the providers. They may not be given back to those whose work was evaluated. In this context, the way in which these results are expressed also seems quite important, i.e. which language is used. In many countries over the past ten years, the objective to define what a 'good' teacher is has led to the development of qualification standards or profiles which define the desirable competences and qualities of a teacher. Such documents are becoming more widespread and are used systematically for evaluation processes where they exist. They may help guide the evaluation so that the overall goals and objectives of teacher education are kept in mind. However, the question arises as to how such standards are conceived Quality Assurance in Teacher Education in Europe and whether it is possible for teacher education to respond to the demands of such professional profiles. Initial teacher education can only provide a basis for the development of a teacher's competences, which may be further encouraged in the framework of in-service teacher education. Moreover, neither initial nor in-service teacher education is solely responsible for creating 'good' teachers. In order to measure improvements in teacher education, the creation of quality control measures is doubtless an important step; the way in which these measures are applied is however no less important. In many European countries, these quality control measures are relatively new, so their actual effectiveness and impact in maintaining and improving the quality of provision still remains unclear.

V. Country Case Studies

Case I: AUSTRALIA:

In Australia, there are numerous professional organizations have developed professional standards. The accreditation processes/curriculum review processes for teacher education programs are currently guided by state registration authorities/colleges/institutes for teachers for that state. These processes are responsible for driving the curriculum in that they set the standards that each programme must attain. Panels comprised of tertiary educators, principals and registration staff, consider every program proposal and every program adjustment for accreditation. A program is generally reviewed every three years in most states. However, this process is about to change with a new national body emerging to lead the accreditation processes of programs. In addition to these external requirements, university teacher education programs must be considered in triennial and septennial curriculum reviews and school reviews internally to the university.

The document which is currently being implemented is "A National Framework for Professional Standards for Teaching" (Ministerial Council on Education, Employment Training and Youth Affairs, 2003). A proposal for a National System for the Accreditation of Pre-service Teacher Education (Teaching Australia, 2007), which is a basis for piloting national accreditation of teacher preparation programs early in 2008, has been set out in June 2007.

Main Challenges:

The main challenges for Australia are (1) A national system of teacher education (e.g., a common set of national professional standards); (2) Induction; (3) Practicum and partnership between Universities and schools to prepare teachers; (4) Mentoring the beginning teachers;(5) The necessity of ongoing professional learning;(6) Settings for professional learning; (7) Learning communities and networks; (7) Learning to foster creativity and innovation; (8) Professional learning needs of teachers of Science, Technology and Mathematics; (9) Professional learning for educational leaders; (10) Articulation of an inclusive framework for professional learning; (11) A greater transparency in the funding of teacher education (DEST, 2003; 2007).

Teacher education accreditation in Australia [•]

I. The Australian Universities Quality Agency (AUQA)

Australian Universities Quality Agency (AUQA)	- Independent, not-for-profit national agency - Promotes audits, reports on quality assurance in higher education	- Higher education institutions accountable for adherence to the institution's internally defined mission and objectives - Operates at the institutional level	- Assess the institution's success in maintaining standards consistent with university education
External accreditation by State and Territory statutory authorities		- Holds specific professional preparation programs and courses to account against external standards for graduate knowledge and capability and program quality	

II. The current state of accreditation of teacher preparation courses in Australia

- Teacher education, accreditation operating: operate in each State and Territory
- Two states (Queensland and Victoria): developed teacher education accreditation processes (Most states are still in the process of developing or fine-tuning formal, registration-linked initial teacher education course approval or accreditation processes)

1. Queensland

The Professional Standards for Teaching outline

Key: - identifying acceptable programs of pre-service teacher education
- identifying equivalent preparatory programs and teaching experience

-The Queensland efforts:

To align teacher professional standards with initial teacher education course design and implementation (considered exemplary by other teacher registration authorities and are widely used as a model to shape new approval procedures in other states)

Accreditation processes

The course approval process requires teacher education providers:

[•] Adapted and summarised from: Teaching Australia. 2006. Teacher education accreditation, A review of national and international trends and practices. Acton: Teaching Australia.

- Course's rationale
- Provide information on its evidence base
- Outline the process
- Extent of consultations conducted with the field as part of course development
- Information on teaching and learning approaches in a given course
- Links between learning experiences and assessment
- Contribution to the course of the embedded professional experiences component (including supervised teaching practice in schools)
- Means of assessing and monitoring student attainment of the Board's graduate standards
- Providers are required to submit annual reports on course implementation, including minor changes

The **Queensland registration system** (established by **Board of Teacher Education** responsible to the Minister for Education)

Board of Teacher Education	- Provide a system of teacher registration and authority to accredit teacher education courses - Develop mechanisms to ensure that teacher education courses met the needs of the wider profession and community - **Rregistration**: a prerequisite for employment as a teacher in Queensland

Graduates	**Registration**
Graduates from an approved Queensland teacher education program	Main route to registration
Graduates from other approved Australian teacher education programs	Eligible for registration (or provisional registration)
Graduates with current registration in another state	Eligible for registration (or provisional registration)
Persons from outside Queensland who are seeking teacher registration	Must complete an application for registration and provide details of their course of teacher education (each case is treated individually)

2. Victoria

- Clearly defined process for the review and approval of teacher preparation courses that is administered alongside teacher registration processes by the **Victorian Institute of Teaching (VIT)**

Pre-service teacher education approval processes	Operate under the guidance of the VIT's Accreditation Committee

Initial teacher education courses	Practising teachers, parents and representatives of employing authorities (offered by Membership of this twenty-five person Committee includes representatives from the eight Victorian universities)
Teacher education course approval processes (Seeking approval / Review)	Established a smaller Panel drawn from the Accreditation Committee for each course
Advice on course development	Representatives from the University
Reviewed the course documentation	By panel with a recommendation to the Accreditation Committee

Case II: EUROPEAN COUNTRIES

Standards and Licensing of Teachers: Lessons learned from the European Model

There are several countries in Europe which are currently undertaking reforms to redefine the aims and content of initial or in-service teacher education at central or regional level as well as the skills teachers should have at the completion of their training.
(Germany, Estonia, Italy, the United Kingdom (Wales) and Romania)

Estonia, for example has developed a national plan for the development of teacher education. This plan includes a brief description of the skills that graduate teachers should possess and the main aims of national policies for initial teacher education. The other stages of the plan address the development of professional standards, the skills of teachers and compulsory requirements with regard to teacher education programmes.

As such, institutions for initial teacher education will have to bring their programmes and the organizsation of their studies in line with these standards. A complex procedure for the accreditation of these programmes will then be carried out at all the institutions concerned.

Accreditation and evaluation of in-service teacher education in European countries [•]

	Type of provider and existence of regulations	Main procedures in the accrediting/evaluating in-service teacher education for general education	External bodies undertaking accreditation /evaluation
Austria	No regulations on either accreditation or evaluation of providers of in-service teacher education	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on evaluation or accreditation of in-service teacher education providers
Belgium (Fr)	Regulations only apply to the evaluation of in-service teacher education	External evaluation; analysis of a written plan and site visits (optional) Internal evaluation ; compulsory component with regulations	Other bodies
Belgium (De)	Regulations only apply to the evaluation of in-service teacher education	External evaluation; recommended analysis of a written plan and site visits Internal evaluation (recommended)	An inspectorate for school education
Belgium (Nl)	Regulations on both accreditation and evaluation apply to institutions for initial teacher education	External evaluation; all of official regulations	An agency for evaluation or an evaluation committee

[•] Adapted and summarised from: Eurydice European Unit. 2006. Quality Assurance in Teacher Education in Europe. Brussels: Eurydice.

		Internal evaluation ; compulsory component with regulations	
Bulgaria	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan and site visits Internal evaluation ; compulsory component with regulations	An agency for evaluation or an evaluation committee
Cyprus	No regulations on either accreditation or evaluation of providers of in-service teacher education (Evaluation of in-service education programmes is conducted by the Pedagogical Institute of the Ministry of Education and Culture)	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on evaluation or accreditation of in-service teacher education providers (A research and evaluation unit is currently being established within the Ministry of Education and Culture for systematic evaluation of all the levels of education as well as for in-service teacher education)
Czech Republic	Regulations refer exclusively to accreditation	External evaluation; analyse a written plan and examination of other background documents	The ministry of education, a ministry department or commission
Denmark	Regulations refer exclusively to accreditation	External evaluation; examination of other background documents	-The ministry of education, a ministry department or commission

			-An independent body working on behalf of the public authority (The authority to accredit in-service teacher training is vested in the Ministry of Education or the Ministry of Science, Technology and Development. External evaluation, however, is generally carried out by the Danish Evaluation Institute (EVA))
Estonia	Regulations only apply to the evaluation of in-service teacher education	External evaluation; analyse a written plan and analysis of self-evaluation reports	The ministry of education, a ministry department or commission
Finland	Regulations refer exclusively to accreditation (Only in-service teacher education of at least 30 ECTS provided by higher education Institutions may be accredited by the FINHEEC at the request of the provider. The contents of the course have to be relevant to the objectives and strategies of the institutions and the initial education of the participants)	No official regulations concerning the main procedures of the accreditation or evaluation process at all	An agency for evaluation or an evaluation committee (In-service teacher education of at least 30 ECTS provided by higher education institutions may be accredited by the FINHEEC at the request of the provider)

France	No regulations on either accreditation or evaluation of providers of in-service teacher education The only procedure : the provision of in-service teacher education (issued in each *académie* by the appropriate administrative authority, which decides whether or not to designate a particular body with responsibility for a particular type of training)	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on evaluation or accreditation of in-service teacher education providers
Germany	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan and site visits (optional) Internal evaluation ; compulsory component with regulations	-An agency for evaluation or an evaluation committee (Some *Länder)* -An independent body working on behalf of the public authority (Some *Länder)* -An inspectorate for school education (Some *Länder)* (The general supervision of in-service teacher education is the task of the ministries in each of the 16 *Länder*. As an independent body, the Accreditation Council

			(Akkreditierungsrat) also takes part in accreditation and evaluation)
Greece	Regulations only apply to the evaluation of in-service teacher education	External evaluation; analysis of a written plan and site visits (optional) Internal evaluation ; compulsory component with regulations	The ministry of education, a ministry department or commission
Hungary	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan, site visits (optional), analysis of self-evaluation reports Internal evaluation ; compulsory component with regulations	-An agency for evaluation or an evaluation committee -The ministry of education, a ministry department or commission -An inspectorate for in-service teacher education (The process occurs at three levels: 1. the organiser of the programme asks an expert from the National Register of Experts to give an opinion on it 2. the expert from the *Pedagógus-továbbképzési Akkreditációs Testület* (In-service Teacher Training

			Accrediting Body) evaluates the programme in accordance with a guideline based on legal regulations and then prepares a proposal to the minister on the decision of approval of the programme 3. the programme is once more evaluated by the ministry of education and a proposal for accreditation is made to the minister The National Committee for In-Service Teacher Training *(Országos Pedagógus-továbbképzési Bizottság)* also takes part in controlling the programmes)
Iceland	Regulations only apply to the evaluation of in-service teacher education	External evaluation; site visits and analysis of self-evaluation reports Internal evaluation ; compulsory component with regulations	The ministry of education, a ministry department or commission (Evaluation of higher education institutions providing in-service teacher education has not yet been carried out)
Ireland	Regulations on the evaluation of in-service teacher education providers exist :	External evaluation; almost all of official regulations	An inspectorate for school education

	in the case of institutions for initial teacher education, teacher unions or associations and other providers (NGOs/private companies), not in the case of higher education institutions		
Italia	Regulations on accreditation do not apply to higher education institutions or to Institutions for initial teacher education	External evaluation; analysis of a written plan, site visits (optional), analysis of self-evaluation reports (in the case of teacher unions or associations or private-sector training providers) Internal evaluation ; compulsory component with regulations (higher education institutions and institutions for initial teacher education)	The ministry of education, a ministry department or commission
Latvia	Regulations refer exclusively to accreditation	External evaluation; almost all of official regulations Internal evaluation ; compulsory component with regulations	The ministry of education, a ministry department or commission
Lithuania	No regulations on either accreditation or evaluation of providers of in-service teacher	No official regulations concerning the main procedures of the accreditation or	Draft regulations include an agency for evaluation within the ministry of education

	education	evaluation process at all	
Luxembourg	In-service teacher education is only offered at higher education institutions and institutions for initial teacher education Regulations refer exclusively to accreditation	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on the bodies undertaking accreditation or evaluation
Malta	No regulations on either accreditation or evaluation of providers of in-service teacher education (Organizers are encouraged to review their courses by asking participants to fill in Questionnaires)	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on evaluation or accreditation of in-service teacher education providers
Nederland	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; all of official regulations Internal evaluation ; compulsory component with regulations	An independent body working on behalf of the public authority
Norway	Regulations only apply to the evaluation of in-service teacher education	External evaluation; site visits and analysis of self-evaluation reports Internal evaluation ; compulsory component with	An agency for evaluation or an evaluation committee

		regulations	
Poland	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; all of official regulations Internal evaluation ; compulsory component with regulations	-The ministry of education, a ministry department or commission -An inspectorate for school education (Depending on the course evaluated, two different bodies carry out evaluation. The ministry of education evaluates and accredits in-service teacher education courses offered by the National Centre of In-Service Teacher Training. It also decides whether to recognize qualification courses for practicing teachers which are offered by institutions for initial teacher education during afternoons, weekends or summer. The heads of regional education authorities *(kuratoria)*, which are subordinate to the ministry, evaluate and accredit qualification courses offered by all other providers)

Portugal	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; all of official regulations Internal evaluation ; compulsory component with regulations	An independent body working on behalf of the public authority
Romania	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan, site visits, analysis of self-evaluation reports Internal evaluation ; compulsory component with regulations	An independent body working on behalf of the public authority
Slovakia	Regulations refer exclusively to accreditation	External evaluation; analyse a written plan Internal evaluation (recommended)	The ministry of education, a ministry department or commission
Slovenia	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan and site visits (optional) Internal evaluation (optional)	An agency for evaluation or an evaluation committee
Spain	Regulations on both accreditation and evaluation apply to all types of provider existing	External evaluation; analysis of a written plan, site visits (optional), analysis of self-evaluation reports	Other bodies (The bodies undertaking evaluation belong to the ministry

		(in some Autonomous Communities) Internal evaluation ; compulsory component with regulations	of education and the Autonomous Communities, and differ from one Community to the next)
Sweden	Regulations only apply to the evaluation of in-service teacher education	External evaluation; site visits	Data not available
United Kingdom	No regulations on either accreditation or evaluation of providers of in-service teacher education (There is no overarching system of accreditation or evaluation of continuing professional development (CPD) providers. However, there are some evaluative processes in operation, which arise from responsibilities established by statute)	No official regulations concerning the main procedures of the accreditation or evaluation process at all	No regulations on evaluation or accreditation of in-service teacher education providers

Case III: INDIA:

The National Assessment and Accreditation Council (NAAC), is an autonomous institution of the University Grants Commission (UGC), that is responsible for the Assessment and Accreditation of Colleges and Universities in India. The NAAC has been redesigning methodologies of Assessment and Accreditation, based on its own field experience, its shared knowledge with other International Quality Assurance Agencies and the quality imperatives in the changing context of world-wide higher education scenario. The NAAC has held numerous meetings with academia and educational experts and based on this it has developed a *New Methodology for Assessment and Accreditation of Higher Education Institutions.* This *New Methodology* came into effect from 1st April 2007.

The National Council for Teacher Education (NCTE) was established in May 1973 by a Government resolution to advise central and state governments on all matters pertaining to teacher education. Until 1993, the NCTE's status and role have been purely advisory as it did not have statutory powers to enforce its guidelines. As per the provisions laid down in the 1986 NPE and in the Program of Action for its implementation, the NCTE was conferred statutory status by a Parliamentary Act in 1993, with effect from May 1995. The Act provides for establishment of the NCTE with a view to achieving planned and coordinated development of the teacher education system throughout the country, as well as regulation and proper maintenance of norms and standards. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programs including research and training of persons to equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part- time education, adult education and distance (correspondence) education courses.

The District Institutes of Education and Training (DIETs) were established for conducting pre- service and in-service training of teachers for elementary schools and for personnel employed in non-formal and adult education programs. In-service training of teachers is offered at the central, state, regional, district and sub-district levels. At the national level, in-service training programs are developed by the following institutions: the National Council of Educational Research and Training (NCERT); the National Institute of Educational Planning & Administration (NIEPA); the Central Institute of English and Foreign Languages (CIEFL), Hyderabad; and the Central Institute of Indian Languages (CIIL), Mysore. At the regional level, there are RIEs located in the four regions of the country. One Regional Institute has been set up recently at Shillong for the states in the north-eastern part of India. At the state level, programs are mainly offered

by the SCERT, the State Institute of Education, the State Institute of Science Education, the Institute of Advanced Study in Education, Colleges of Teacher Education and State Institutes of Educational Technology. At the district level, there are District Institutes of Education and Training and In-service Training Institutes.

New Methodology of Assessment & Accreditation in India[•]

- Responsibility of Assessment and Accreditation of Colleges and Universities:
National Assessment and Accreditation Council (NAAC)
- NAAC has been designed: Overcome some of the limitations of its earlier methodology, and to enhance its rigour, reliability and validity

The Process of institutional Assessment and Accreditation

1. Letter of Intent

Depending upon the type of institution:
Two-step process for Affiliated and Constituent Colleges, one-step process for Universities, Autonomous Colleges and Colleges with Potential for Excellence

2. Preparation and Submission of Institutional Self-Study Report (SSR)

The intending Universities, Autonomous Colleges and Colleges with Potential for Excellence and Affiliated /Constituent Colleges (which have earned their IEQA status) are required to prepare their institutional Self-study Reports (SSRs) by following the appropriate NAAC Manuals

3. Peer Team Visit

A properly constituted Peer Team is deputed by NAAC for on-site visit to the institution

4. Assessment Outcome

- Peer Team Report

The Peer Team prepares an objective report termed as, Peer Team Report (PTR): highlighting its evaluative judgments

- Institutional Grading

The final Cumulative Grade Point Average for the quality level of the institution, along with letter grades and corresponding performance descriptors
(Valid for a period of 5 years)

5. Appeals

[•] Adapted and summarised from: National Assessment and Accreditation Council. 2007. New methodology of Assessment & Accreditation. Bangalore: NAAC.

6. Re-accreditation

The New Assessment Instrument in INDIA

Two Steps: **Affiliated/ Constituent Colleges**		**First Step**	**Assessment & Accreditation of Affiliated and Constituent Colleges** Institutional Eligibility for Quality Assessment(IEQA) is required to be obtained by an applicant institution
			The Methodology for First-Step - Format to be filled by the applicant institution: Organizational profile, providing specific quantitative information about the institution - Filled-in Format is received by NAAC - The scores obtained: Presented to the appropriate Committee of NAAC for deciding on its eligibility for the next step - The minimum scores: Given the IEQA status for undergoing the second step (Demonstrate basic compliance with the minimum requirements necessary for the teaching-learning processes, to achieve the educational outcome)

	One Step : **Universities, Autonomous Colleges, Colleges with Potential for Excellence**	**Second Step**	**Assessment and Accreditation** (similar to the as practiced by NAAC hitherto) -Affiliated Colleges and Constituent Colleges (witch earned the IEQA status through the first step process), Universities, Autonomous Colleges with Potential for Excellence (CPEs) -The institutions prepare their appropriate documents for Assessment and Accreditation, by following specific NAAC Manuals
			The new instrument: Seven assessment Criteria (Differential weightages for some Criteria according to the type of each institution) - Curricular Aspects - Teaching-Learning and Evaluation - Research, Consultancy and Extension - Infrastructure and Learning Resources - Student Support and Progression - Governance and Leadership(new) - Innovative practices(new)
			Assessment Indicators Used as guidelines/ probes by the Peer Teams (their visit to the Institution), to arrive at Key Aspect-wise Grade Points (KR-GPs) and Criterion-wise Grade Point Averages (CR-GPAs)
			The New Grading System Each institutions will be graded for each Key Aspect under four categories: A (point Average 3.01-4.00, *Very Good/Accredited*), B (2.01-3.00, *Good/Accredited*), C (1.51-2.00, *Satisfactory/Accredited*) or D (0-1.50, *Unsatisfactory-Not Accredited*)

Case IV: MALAYSIA

In 2004 the Ministry of Higher Education (MOHE) on 27 March 2004 was established. Prior to this education and training in Malaysia was entirely organized by the Ministry of Education (MOE). From 2004 on, the secondary and primary school teacher education and training were separated and given to MOHE and MOE respectively. MOE trains primary teachers via the Institute of Teacher Education (ITE) (previously known as Teacher Taining Colleges) and MOHE trains the secondary teachers via the government-funded universities.

Teacher Education Division (TED) is a section in the Malaysian Ministry of Education, which oversees teacher training in Malaysia. The TED has various units that help in its operations. For example, the Planning and Policy Unit plans and determines the direction of teacher education in Malaysia. The Curriculum Unit determines the curriculum for the different courses offered in the teacher training colleges − the Assessment Unit handles the setting of examination questions and marking of answer scripts as well as the awarding of the student teachers' grades, the Student-selection Unit conducts the aptitude tests and the interviews and selects the candidates for the teacher training colleges. Basically, all administrations with regards to teacher-education other than the training are administered by the TED.

The TED is headed by a director and three deputy directors who manage the administration of the division. There are also several assistant directors who head the various units and these heads of units are supported by senior academic and clerical staff. Though MOE is solely responsible for primary school teachers' education and training and MOHE is responsible for secondary school teacher education and training, all other affairs in relation to schools and teachers, whether it issecondary or primary schools or teachers, fall under the jurisdiction of MOE. Over the years teacher education in Malaysia has gone through many changes to meet the hallenges of modern times. Thirty years ago, college graduates were conferred certificates inteaching after attending a two-year pre-service training program. Twenty years ago the training as extended to three years and the students were awarded a Diploma in Teaching. In the last five years efforts have been made to award a degree for those students who pass the courses and the training program has been extended to five and a half years. Tamil language as their medium of instruction and the privately managed Islamic.

Teacher Education Institutions:

Number of institutes

Pre-Service: There are 27 ITEs which are strategically located in all 14 states of Malaysia which provide both pre-service and in-service courses. In the past, the teacher training institutes were referred to as teacher training colleges. However,

with the upgrading of the teacher training programs from holding diplomas to degrees, the status of the colleges has been raised to higher education institutes, and since 2006 they have been referred to as teacher training institutes.

In-Service: The 27 teacher training institutes. As for in-service training for practicing teachers, some of the universities do plan and organize short-term courses, seminars and conferences for these teachers to enhance their teaching abilities and their professional and personal development, as well as increase their knowledge. For example, the School of Educational Studies of USM conducts workshops, seminars and short courses for pre-school teachers. The Faculty of Educational Studies of UPM organizes off-shore and distance education programs for busy teachers who are unable to attend campus-based academic programs. Almost all faculties/schools of education of the 13 universities have organized national and/or international conferences, where in-service teachers have either presented papers or participated in the conferences. This is State of Teacher Education in the Asia-Pacific Region 78 a recent trend of engagement in professional development activities by teachers in Malaysia.

Apart from the MOE and MOHE, there are many other educational networks and organizations in Malaysia that have significantly contributed to the development, progress and quality of education in this country. These networks and organizations are basically nongovernmental organizations and nonprofit-oriented bodies. These networks and organizations have contributed considerably to the national educational settings in terms of professional development of teachers by organizing various programs, activities and events.

Case V: SOUTH AFRICA

Umalusi's institutional accreditation and monitoring system[•]

I. Scope

Extended to public and private education and training institutions

1. The provider offers:

- Institutionally based delivery
- General and further education and training qualifications
- National examinations which Umalusi quality assures (not applicable to primary schools)
- learning programmes (as part of the mix) that lead to the qualifications Umalusi certifies

[•] Adapted and summarised from: Umalusi. 2006. Draft frame work for institutional accreditation and monitoring. South Africa: Umalusi.

2. Private provider:
- Registered in terms of the relevant legislation
- Constituted as a juristic person

3. Umalusi's key concern: Ensuring the integrity of the qualifications

4. Prioritized for accreditation: Institutions and centres that offer the qualifications
- The General Education and Training Certificate: for Adults (GETC: Adult education)
- The National Senior Certificate (NSC)
- The Further Education and Training Certificate: Vocational (FETC: occasional)
- Any other qualifications certified by Umalusi

5. Accreditation of private institutions/centres:
- Independent schools
- Private Further Education and Training colleges
- Private adult learning centres

6. Monitoring of public providers:
To promote quality in public provision through the monitoring of provincial departments in respect of the quality management of their learning sites

II. Key components of the system
- Inspection for compliance
- Self-evaluation
- Validation of institutional quality
- Monitoring of institutional performance

Developed accreditation criteria:
- Leadership and management
- Teaching and learning
- Learning programmes
- Delivery and teaching
- Assessment of learning

III. Accreditation process

Prerequisite: Umalusi Scope	Provider institutions are initially screened to determine whether they fall within Umalusi's scope
Step 1: Self-evaluation	The institutions inspect and evaluate their own levels of compliance and quality against minimum criteria set by Umalusi

(Part A) and Inspection	
Step 2: Monitoring	Providers are monitored against their improvement plans or conditions during the specified period of provisional accreditation until they reach the required levels of compliance
Step 3: Self-evaluation (Part B)	Institutions with very high levels of compliance are invited to commence with self-evaluation (Part B) for full accreditation
Step 4: Peer validation and accreditation	**Site-visit**: The institution's self-evaluation report and portfolio for full accreditation is validated through a site visit by a team of peers and/or experts, appointed by Umalusi Council **Accreditation decision:** Based on the recommendations in the report the sector accreditation committee will make a final decision and seek Council endorsement **Reporting:** Umalusi will in turn generate an institutional report informed by the findings of the peer validation team and the institutional self-evaluation: a) highlights strengths b) identifies areas for improvement c) provides recommendations for action
Step 5: Post-accreditation monitoring	Monitoring is conducted in two ways: **a) Reporting:** During monitoring Umalusi requires providers to submit two kinds of reports: - Progress reports - Institutional performance reports **b) Inspection:** During the accreditation period Umalusi conducts monitoring site visits after the submission of the first three-yearly report to establish whether the institution has been consistent in its management of the quality of its provision
Step 6: Application for re -accreditation	Institutions are required to apply for re-accreditation in the ninth year of the 10 year cycle. The rigour of Umalusi's re-accreditation process will be determined by institutional monitoring reports and the levels of consistency in managing the quality of provision over the accreditation period

VI. Conclusion and Recommendations

There are some specific steps which need to be taken in order to ensure that effective standards are developed an implemented in Pakistan. In order to ensure professional development of teachers, there is a need for professional development centers to be set up. This should be coupled by 4 year undergraduate degrees that are up to par with other international programs. The biggest hurdle is at the provincial level and ensuring that good examples like the pilot programs in Baluchistan and Sindh for females with grade 6-7 education to be educated to grade 10 and subsequently higher levels. These pilot projects need to be carried out in all provinces. Furthermore, additional standards need to be developed for head teachers, accomplished teachers and teacher educators. Moreover, efforts should be concentrated on developing a new Masters level programme for head teachers as these are often the community leaders who can be real change agents.

Developing Standards and Incentives for Teachers:

It is important to note that the development of standards for teachers as well as a system of accreditation and certification must take into account the interest and aptitude of teachers during the recruitment procedures. In addition, strategies must be developed to provide stipends and incentives for those working in rural areas eg. Relaxing service conditions of female teachers, improving the salary package and granting maternity leave are other factors which must be considered in implementing effective policies

Recommendations

- Stimulate regional discussions on development of standards to ensure high quality education in the region, share models that have been developed in the region for accreditation and raise the overall productivity of teachers and learners.
- Develop and strengthen of regional networks
- Remove apprehension of teaching community by ensuring consultation and policy dialogue through an open consultation process which includes teachers and teacher associations, unions etc.
- Create a National Teacher Accreditation Council to be modeled after other professional councils. It is suggested that the role of the ACTE be expanded in order to build on the present structure and expertise but that it be made autonomous and independent
- More specifically, this body should be comprised of members from the ACTE of the HEC (Higher Education Council) and the Bureau of Curriculum Extension (BOCEC) in each of the provinces as well as with members from the National Institute of Science and Technology Education

(NISTE) in order to ensure incorporation of concerns at the provincial levels and harmonization at national level.

- Ensure the professional development of teachers and curriculum reform of teacher training institutions
- Conduct Asia-Pacific regional consultation to share accreditation models
- Ensure development of incentive models for teachers and their development

Policymakers and educationalists to recognize the inherent value of education for its society and citizens but also the linkages of ensuring a supply of competent and productive teachers and a reliable set of standards in order to strengthen the current educational system. This vision is clearly reflected in national education policies; however, there is a need to articulate this vision by building on local expertise, national and regional institutions and international examples to move this vision to practice.

GLOSSARY

Accreditation: Process by which an institution or a programme is judged by the relevant legislative and professional authorities as having met predetermined standards in order to provide (teacher) education or training and to award the corresponding qualifications (where they exist).
Synonyms: Recognition, validation.

Concurrent model: An initial teacher education programme which, from the outset, combines general teacher education in one or more subjects with theoretical and practical professional teacher training.

Consecutive model: A two-stage initial teacher education programme. Students first receive general education in order to obtain a degree in a particular subject or branch of study. At or near the end of this period of study, they enroll in a programme of initial professional training, enabling them to qualify as teachers.

Deaccreditation: A result of an evaluation process that takes away from an institution the permission to continue to provide one or several (teacher) education or training programmes and to award the corresponding qualifications.

Evaluation: The general process of a systematic and critical analysis leading to judgments and/or recommendations for improvement regarding the quality of a (teacher) education institution or programme.
Synonyms: Assessment, audit, peer review, quality assessment, review.

Evaluation criteria: Checkpoints by which the attainment of certain objectives and/or standards can be examined. They describe the characteristics of the requirements and conditions to be met, and therefore provide the (quantitative and/or qualitative) basis on which an evaluative conclusion is drawn.

Expert in evaluation: A person experienced and qualified in the evaluation of institutions and/or its staff. S/he may have various professional backgrounds, for example in research, teaching or management positions.
External evaluation: The process whereby a specialized external body collects data, information and evidence about an institution or a programme, in order to make a statement about its quality. External evaluation is normally carried out by a team of external experts, peers or inspectors.
Synonym: External review.

General teacher education: General courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.

Inspector: A person evaluating the quality of educational provisions who works within the body of an educational authority. S/he may be trained as a teacher and/or have an administrative background.

(1) The definitions of the terms accreditation, evaluation criteria, evaluation, external evaluation, internal evaluation, peer, quality assurance, site visit, qualification standards and standards are widely based on the UNESCO document *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* by Lazãr Vlãsceanu, Laura Grünberg and Dan Pârlea, Bucharest 2004.

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ANNEXE 1:
Overview of Teacher Education Institutes in Pakistan[5]

Number of institutes
Pre-Service: 169 (Public 146, Private 23)[6]
In-Service: * See Highlights under 1 above and in-service below.
Enrollment
Pre-Service: 43747 (Public 39526, Private 4221)
Strategic faculty details
Pre-Service: 2676 (Public 2527, Private 89)
State of Teacher Education in the Asia-Pacific Region 95
Number of years to complete
Pre-Service: P T C (To teach Grade I-V): 1 year
C T (To teach Grade I-VIII): 1 year
Diploma in Education: 3 years

[5] Source: State of Teacher Eduation in the Asia-Pacific 2008
[6] E-9 country report

B.S. Ed (12+3) (To teach Grade VI-X): 3 years
B.Ed (14+1) (To teach Grade VI-X): 1 year
M.Ed. (To teach Grade VI-X + Student teachers of PTC, CT and B.Ed and supervision):
1 year. M.A Education (To teach Grade VI-X and Student teachers of PTC, CT and B.Ed
and supervision): 2 years

ANNEXE 2:

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